



# Indiana Department of Education

SUPPORTING STUDENT SUCCESS

In order to appeal the ratings provided to the Department of Education by the educator review teams, please complete the table below for any indicator for which your program received a score of “0.” Indicators that received a “1” or “2” will not be reviewed by our reconsideration committee. Additionally, any appeal that is not supported by specific evidence and the source of this evidence will not be considered. If you need additional rows, please add them to the end of the table. If you cite any evidence from documentation that was not provided to IDOE or the original reviewers, please include this documentation with your submission. Please return these documents to [textbook@doe.in.gov](mailto:textbook@doe.in.gov) **no later than midnight on Wednesday, February 29.**

## **Pearson Scott Foresman Reading Street Grade 4:**

Section	Indicator Number	Publisher Comments	Evidence
<b>Instructional Design</b>	<b>#30.</b> Does the program specify who should provide instruction for accurate implementation (e.g., special education teacher, general education teacher, paraprofessional, or volunteer)	<p><b><i>Reading Street</i></b> offers professional development for <b>all teachers</b> on how to best implement the program in <b>any classroom</b>.</p> <p>The <b><i>First Stop on Reading Street</i></b> teacher resource includes a time-management aid and a built-in professional development feature designed <b>for teachers of all experience levels</b>. Lessons support modeling, guided practice, and teacher’s own teaching routines. Support and guidance for teachers on how to organize instruction, as well as their classrooms, is also included.</p> <p>The cohesive design helps teachers deliver instruction in the critical areas of <b>phonemic awareness, phonics, vocabulary, comprehension, and fluency</b>.</p>	For examples, see <b><i>First Stop on Reading Street</i></b> Grade 4, pages 38 and 39.



<b>Instructional Design</b>	<b>31.</b> Does the program specify the instructional setting (e.g., general education classroom, computer lab, or resource room)?	<p><b><i>Reading Street</i></b> offers professional development for <b>all teachers</b> on how to best implement the program in <b>any classroom</b>.</p> <p>The <b><i>First Stop on Reading Street</i></b> teacher resource includes support and guidance for teachers on how to organize instruction, as well as their classrooms.</p>	For examples, see <b><i>First Stop on Reading Street</i></b> Grade 4, pages 38 and 39.
<b>Phonics</b>	<b>18.</b> Does the program include spelling strategies (e.g. word sorts, categorization activities, word-building activities, and word analogies)?	Spelling strategies are explicitly taught with each weekly spelling lesson. A pretest is administered on day 1, instruction is provided on days 2–4, and a posttest is administered on day 5. Activities to practice the weekly generalization, such as word sorts, categorization, grouping, etc., are provided with instruction on days 2–4.	For examples, see the following <b><i>Grade 4 Reading Street Teacher's Edition</i></b> pages. <ul style="list-style-type: none"><li>• <b>Unit 3, Volume 2</b>, page 415c.</li><li>• <b>Unit 4, Volume 1</b>, page 67c</li></ul>



<b>Fluency</b>	<b>12.</b> Are irregular words taught to be recognized automatically?	Fluency instruction and practice at grades 4–6 in <b><i>Reading Street</i></b> focuses on accuracy, pace/rate, and expression/prosody. Irregular words and irregular spelling patterns are taught in word analysis and spelling lessons. Instruction and practice in recognizing irregular words and patterns are provided in those lessons.	For examples, see the following <b><i>Grade 4 Reading Street Teacher's Edition</i></b> pages.  <b>Spelling Lessons</b> <ul style="list-style-type: none"><li>• <b>Unit 2, Volume 1</b>, page 183c</li><li>• <b>Unit 4, Volume 2</b>, page 67c</li><li>• <b>Unit 6, Volume 2</b>, page 459c</li></ul> <b>Word Analysis Lessons</b> <ul style="list-style-type: none"><li>• <b>Unit 1, Volume 1</b>, page 24c</li><li>• <b>Unit 4, Volume 1</b>, page 24c</li></ul>
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Fluency	25. Are there directions for how to pair students for partner reading?	The <i>First Stop on Reading Street</i> teacher resource offers professional development on the nature of fluency and how best to implement different types of fluency practices.	For examples, see <i>First Stop on Reading Street</i> Grade 4, page 41.
Fluency	26. Are students taught a specific error correction to use when reading with a partner?	Daily fluency lessons provide teachers suggestions for corrective feedback that students can use with the teacher or when reading with a partner.	For examples, see the following <i>Grade 4 Reading Street Teacher's Edition</i> pages: <ul style="list-style-type: none"><li>• <b>Unit 5 Volume 1</b>, pages 230-231, 232-233</li><li>• <b>Unit 6 Volume 2</b>, pages 416-417, 418-419</li></ul>



<b>Comprehension</b>	<b>19.</b> Is instruction in narrative and expository text structure explicit?	Explicit instruction in narrative and expository text structures is taught in specific text structure lessons, in the context of reading the main selection in the student edition, and in the Customized Literacy section of each volume of the teacher's edition.	<p>For examples, see the following <b>Grade 4 Reading Street Teacher's Edition</b> pages.</p> <p><b>Specific Lessons</b></p> <ul style="list-style-type: none"><li>• <b>Unit 1, Volume 2</b>, page 139c and page 142d</li></ul> <p><b>In the Context of Reading</b></p> <ul style="list-style-type: none"><li>• <b>Unit 1, Volume 2</b>, pages 148-149 and pages 154-155</li></ul> <p><b>In the Customized Literacy section</b></p> <ul style="list-style-type: none"><li>• <b>Unit 2, Volume 2</b>, pages CL14–15</li></ul>
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Professional Development	1. Is adequate time offered for teachers to learn new concepts and practice what they have learned?	<b>Reading Street</b> provides a variety of resources for professional development that allow teachers to learn new concepts and practice these. Pearson believes that scheduling training and development and determining how much time is necessary for effective professional development should be left to the discretion of the individual district or school.	Professional development resources in <b>Reading Street</b> include the following: <ul style="list-style-type: none"><li>• <b>First Stop on Reading Street, Grade 4</b></li><li>• Instructional wrap notes in the teacher's edition that address whole class, small group, and ELL instruction</li><li>• Teacher's edition instructional scripting and modeling of skills and strategies</li><li>• MyPearsonTraining.com (free online professional development available 24/7)</li></ul>
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Professional Development	<p>2. Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow-up assistance as they put new concepts into practice?</p>	<p><b>Reading Street</b> offers professional development for <b>all teachers, coaches, administrators, and peers</b> on how best to implement the program in <b>any classroom</b>.</p> <p>The <b>First Stop on Reading Street</b> teacher resource includes support and guidance for teachers on the research base of the program and best instructional practices on Phonics, Phonemic Awareness, Word Structure, Fluency, Vocabulary, Comprehension, Writing, Assessment, Differentiated Instruction, and 21<sup>st</sup> Century Skills. Additionally, <b>First Stop</b> supports teachers by providing professional development on how to best meet the needs of the English Language Learners in their classrooms.</p> <p>The <b>First Stop on Reading Street, Grade 4</b> includes a Teacher Resource section with more support for oral vocabulary lists, tested vocabulary lists, glossary of reading terms, re-teach lessons, student progress reports, and titles of the grade-level leveled readers.</p>	<p>For examples, see <b>First Stop on Reading Street</b> Grade 4:</p> <p><b>Section 1:</b> Research into Practice on Reading Street, pp. 9–36 <b>Section 2:</b> Guide to Reading Street, pp. 37–46 <b>Section 3:</b> Assessment on Reading Street, pp. 47–60 <b>Section 4:</b> Writing on Reading Street, pp. 61–66 <b>Section 5:</b> Differentiate Instruction on Reading Street, pp. 67–72 <b>Section 6:</b> English Language Learners on Reading Street, pp. 73–100 <b>Section 7:</b> Customize Literacy on Reading Street, pp. 101–126 <b>Section 8:</b> 21<sup>st</sup> Century Skills on Reading Street, pp. 127–134 <b>Teacher Resources for Grade 4</b>, pp. 135–234</p>
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Professional Development	4. Is program PD customized to meet participants' varying needs (e.g., first-year teachers, coaches, and principals)?	<i>Reading Street</i> is designed to meet the needs of all individuals responsible for delivering instruction to students, including classroom teachers, literacy coaches, teacher's aides, and principals. To that end, program professional development can be readily customized to meet a variety of needs and levels of experience. Determining which professional development resources will be most useful and how to customize those resources is at the discretion of the individual district or school.	Customizable professional development resources in <i>Reading Street</i> include the following. <ul style="list-style-type: none"><li>• <b>First Stop on Reading Street, Grade 4</b></li><li>• Instructional wrap notes in the teacher's edition that address whole class, small group, and ELL instruction</li><li>• Teacher's edition instructional scripting and modeling of skills and strategies</li><li>• MyPearsonTraining.com (free online professional development available 24/7)</li></ul>
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Professional Development	5. Does the PD provide support (e.g. principal checklists, follow-up, in-class modeling, and a CD for viewing model lessons) to facilitate application of content?	<i>Reading Street</i> provides in-class modeling and online professional development support available 24/7 to provide additional training and follow-up.	Professional development support provided in <i>Reading Street</i> includes the following. <ul style="list-style-type: none"><li>• <b>First Stop on Reading Street, Grade 4</b> for program research base, classroom management suggestions, and information for teaching critical elements of literacy</li><li>• MyPearsonTraining.com for anytime online training and support</li><li>• Teacher's edition support for addressing a variety of learning styles and grouping for instruction</li></ul>
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